Relation Between Socioeconomic Status and Depression, Anxiety, and Self-esteem in Early Adolescents

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ABSTRACT

Purpose: The aim of the present study is to examine relationship between socioeconomic status and depression, anxiety, self-esteem in early adolescents (7th grade students). In addition, it is examined whether there is a significant relationship gender difference and parent education with depression, anxiety, and self-esteem.

Method: In this research, it was worked with adolescents (7th grade students). In addition, this study is conducted in two schools (private school and state school) to compare the adolescents' socioeconomic status. The number of sample was 106 in which there were 50 girls and 56 boys. 53 of them are from private school and 53 of the students are from state school. It was applied three different scales to analyze depression, anxiety, self-esteem: Children's Depression Inventory, State-Trait Anxiety Inventory for Children, and Piers Harris Children's Self-Concept Scale were used. And, 'Personal Information Sheet' was filled by adolescents to get the socioeconomic knowledge about them.

Findings: It was found statistical significant difference between depression and the kind of school (private and state schools) that students are going on; and between trait anxiety scores and the kind of school. It was not found statistically significance mean difference between state anxiety scores and the kind of school; and between self-esteem and the kind of school.

It was found statistically significant mean difference between only "anxiety" subfactor among self-esteem subfactors scores and the kind of school that students are going on.

It was not found statistically significant mean difference for gender with depression, state anxiety, and self-esteem. But, it was found statistically significance mean difference between trait anxiety scores and gender.

It was not found statistical significant difference for the mother's and father's education degree on depression, state anxiety, trait anxiety, and self-esteem scores of students but it was found significant difference "Happiness", "Anxiety", and "Mental and School Situation" scores with mother education degree and "anxiety" scores with father education degree.

Discussion and Conclusion: As expected and as previous researches have showed, lower socioeconomic status is associated with higher rates of depression and trait anxiety. However, as unexpected, it was not reached significant result for socioeconomic status with state anxiety and self esteem. For all of these and other findings, resons are discussed.

Keywords: depression, state anxiety, trait anxiety, self-perception, self-concept

ÖZET

Erken Ergenlik Döneminde, Sosyoekonomik Statü ile Depresyon, Kaygı ve Benlik Saygısı Arasındaki İlişki

Amaç: Bu çalışmanın amacı, erken ergenlik döneminde (7. sınıf öğrencileri), soyoekonomik statü ile depresyon, kaygı be benlik saygısı arasındaki ilişkiyi incelemektir. Ayrıca, cinsiyet değişkeni, anne ve baba eğitimi ile depresyon, kaygı ve benlik saygısı arasında anlamlı bir ilişki olup olmadığını da incelemektir.

Yöntem: Bu çalışmada, İstanbul'da yaşayan ergenlerle (7. sınıf öğrencileri) çalışılmıştır. Ayrıca, bu çalışma ergenlerin sosyoekonomik statülerini karşılaştırmak için iki okulda (devlet ve özel okul) yapıldı. Örneklem 50 kız ve 56 erkek olmak zere 106 öğrenci içerir. Öğrencilerin 53'ü özel okuldandır ve diğer 53'ü devlet okulundandır. Depresyon, kaygı ve benlik algısını analiz etmek için üç farklı skala uygulandı. Çocuklar için Depresyon Ölçeği, Durumluk-Sürekli Kaygi Ölçeği ve Piers Harris Çocuklar için Benlik Kavramı Ölçeği kullanıldı. Ergenler tarfından onların sosyoekonomik düzeyleri hakkında bilgi edinmek için "Öğrenci Bilgi Formu" doldurduldu.

Bulgular: Sonuçlara göre depresyon ve öğrencilerin devam ettiği okul türü (devlet-özel okul) ve sürekli kaygı ve okul türü arasında anlamlı bir ilişki vardır. Durumluk kaygı ve okul türü ile benlik saygısı ve okul türü arasında anlamlı ilişki bulunmamıştır.

Piers Harris Öz Kavram Ölçeğinin alt ölçeklerinden sadece "kaygı" ile okul türü arasında anlamlı ilişki bulunmuştur.

Depresyon, durumluk kaygı ve benlik saygısı ile cinsiyet değişkeni arasında anlamlı bir ilişki bulunmamıştır. Sürekli kaygı ile cinsiyet değişkeni arasında anlamlı birilişki bulunmuştur. Baba ve anne eğitim durumu ile depresyon, durumluk kaygı, sürekli kaygı ve benlik saygısı arasında anlamlı bir ilişki bulunmamıştır. Fakat "mutluluk ve doyum", "kaygı" ve "zihinsel durum ve okul durumu" alt ölçekleri ile anne eğitim düzeyi, "kaygı" alt ölçeği ile baba eğitim düzeyi arasında anlamlı bir ilişki vardır

Tartışma ve Sonuç: Diğer araştırmalara göre ve beklenildiği üzere, depresyon ve durumluk kaygı arasında anlamlı bir ilişki bulunmuştur. Ama beklenilenin dışında olarak, durumluk kaygı ve benlik saygısı ile socioekonomik statü arasında bir ilişki bulunmamıştır. Bütün bunlar ve diğer bulguların sebepleri nelerdir makalede tartışılmaktadır.

Anahtar Kelimeler: depresyon, durumluk kaygı, sürekli kaygı, benlik algısı, benlik kavramı

INTRODUCTION

Adolescence is a developmental period in terms of biological, social, and psychological changes. In addition, during adolescence, there is a clear increase in appearing the psychological disorders such as depression, anxiety, and so on (Fox et al. 2010). Because of this, depression, anxiety, and other problems in children and adolescents have had the incresing concern during the last years (Merrell 2008).

Depression

Depression is a mood disorder. And, depression which is serious health problem is one of the most frequently diagnosed psychiatric disorders in children and adolescents as well. Depressive disorders in childhood and adolescence are characterized by "core persistent and pervasive sadness, anhedonia, boredom or irritability that is functionally impairing, and relatively unresponsive to usual experiences that might usually bring relief, such as pleasurable activities and interactions and attention from other people" (Wicks-Nelson and Israel 2009). Wicks-Nelson and Israel (2009:160) state that "descriptions of children and adolescents viewed as depressed suggest that they experience a number of other problems as well. Concern may be expressed about a youth's irritability and temper tantrums –sudden outbursts, tears, yelling, throwing things. Adults who know the child may describe the loss of the experience of pleasure, social withdrawal, lowered self-esteem, inability to concentrate, poor schoolwork as changes in the young person. Alterations of bioligical functions (sleeping, eating, elimination) and somatic complaints are often noted as well. The young person may also express thoughts of wishing to die".

Generally, mood disorders are similar in children and in adults; however, how it is manifested varies by developmental period (Durand and Barlow 2006, Wicks-Nelson and Israel 2009).

Depression can be seen in all age groups. According to research (Mayo Clinic 1998; cited in Cash 2001) at least, one in every 33 children and up to one in eight adolescents suffer from depression. Proportion of commiting suicide among adolescents who have major depressive disorder is up to 7%.

On the other hand, in terms of vulnerability to depresion, there is no gender difference during childhood; however, during adolescence, girls are likely to have depressive disorders twice as often as boys (Cash 2001).

The prevalence of depression is higher in children with other psychiatric disorders (ADHD, conduct disorder, eating disorders, anxiety disorders) (Cash 2001).

Table 1. Dispersion of fathers' educational degree in terms of the kind of school

	Father		Mother	
Private School	**F**	**%**	**F**	**%**
Elementary or not educated	0	0	3	5.7
Secondary	5	9.4	4	7.5
High school	10	18.9	24	45.3
University or more	38	71.7	22	41.5
Total	53	100	53	100
State School	**F**	**%**	**F**	**%**
Elementary or not educated	21	39.6	29	54.7
Secondary	12	22.6	8	15.1
High school	9	17	9	17
University or more	11	20.8	7	13.2
Total	53	100	53	100

On the other hand, lower socioeconomic status (SES) is associated with higher rates of depression. It was found that "income, limited parental education, chronic stres, family disruption, environmental adversities, and racial/ethnic discrimination" are thought to have an influence on depression (Hammen and Rudolph 2003).

Anxiety

Anxiety is a physiological, behavioral, and psychological reaction. Physiologically, it consists of bodily reactions such as rapid hertbeat, muscle tension, dry mouth, or sweating. Behaviorally, it can have an effect how to act, how to express yourself, and so on. Psychologically, it is a subjective state of apprehension (Bourne 2000).

Anxiety disorders are distinguished from everyday, normal anxiety. Because anxiety disordes involve "anxiety that is more intense, lasts longer, or leads to phobias that interfere with your life" (Bourne 2000:4). The main features of anxiety disorders in children and adolescents are "Negative and unrealistics thoughts, misinterpretation of symptoms and events', panick attacks, obsessions and/or compulsive behavior, pysiological arousal, hypersensitivity to physical cues, fears and anxieties regarding specific situations or events, excessive worries in general" (Merrell 2008:8)

In general, it is widely accepted that a general vulnerability to anxiety may be associated with the child's temperament. Temperamental differences are associated with increased risk for the development of anxiety during childhood, adolescence, and young adulthood (Pérez-Edgar and Fox 2005). The another factor which is explained for the development of anxiety disorder is the psychosocial influences (Wicks-Nelson and Israel 2009).

Anxiety disorders are among the most common disorders seen in children and adolescents. It is estimated that it includes about 8% among general child and adolescent population (Morris and Kratochwill 1998). In addition to this, APA (2006) states between 12% to 20% of school-age children and adolescents have the diagnostic criteria for one or more anxiety disorders. Furthermore, girls are slightly more likely higher risk than boys for developing anxiety disorders (Costello et al. 2005, Merrell 2008).

Self-Esteem

There are two terms that should be explained. These are self-concept and self-esteem. Lau, Cheung and Ransdell (2008) express that these terms self-concept and self-esteem are often used interchangeably. Nevertheless, it may be expressed the difference between the two terms. Lau et al. (2008: 494) explain self-concept as "the descriptors or labels that an individual attaches to him – or herself, often related to physical attributes, behavioral characteristics, and emotional qualities". And, they express that self-esteem refers to "how a person perceives and evaluates him or herself within the context of experiences and the environment. It is different from self-concept in that it consists of qualitative judgements and feelings attached to a person's description of

able 2. Dispersion of income level monthly due to the the kind of school

State School		**F**	**%**
	1000 TL or less	21	39.6
	1000 TL- 2000 TL	17	32.1
	2000TL - 3000 TL	10	18.9
	3000 TL - 4000 TL	2	3.8
	4000 TL – 5000 TL	0	0
	5000 TL – 6000 TL	3	5.7
	6000 TL or more	0	0
Total		53	100
Private School		**F**	**%**
	1000 TL or less	0	0
	1000 TL- 2000 TL	0	0
	2000TL - 3000 TL	0	0
	3000 TL - 4000 TL	2	3.8
	4000 TL – 5000 TL	4	7.5
	5000 TL – 6000 TL	6	11.3
	6000 TL or more	41	77.4
Total		53	100

oneself". That is, self-concept refers to all parts of self. Self-concept is a multi-dimensional construct. And, it refers to an individual's perception of "self" in relation to any number of characteristics. These characteristics consist of gender, identity, and so on.

Rosenberg (1979, cited in Cohen 2003) who is the developer of the Rosenber Self-Esteem Scale (RSE) and the leader on self-esteem theory defines self-esteem as "one's evaluative judgement of the self". In addition, Rosenberg (1979,54) describes a person with high self-esteem as "one who does not consider himself worse" and a person with low self-esteem as one who "lacks respect for himself, and considers himself unworthy, inadequate or otherwise seriously deficient". Harter (1996) describes self-esteem as "one's feelings of self-worth". Self-esteem refers to a sense of self-worth or positive self-evaluation.

It is thought that self-esteem is one important individual difference variable because it is closely related to psychopathology (Bos et al. 2010). Negative self-evaluations are key issues for the diagnosis of many mental disorders. For instance, Schonfeld's study (2000) showed that self-esteem is associated negatively with depressive symptoms. Moreover, there are some researches showing the relationship between anxiety disorders and self-esteem. One of them is that low self-esteem is related to internalizing types of child and adolescent psychopathology such as anxiety (Muris et al. 2003) and depression (Harter 1993).

Socioeconomic Status

Socioeconomic status (SES) is one of the social stratifying characteristic related to a variety of health outcomes (Anderson and Armstead 1995). For instance, individuals with lower SES report greater exposure to stressful life events than individuals with higher SES. And, the relationship between SES and health begins at the earliest stages of the life (Dohrenwend 1973, cited in Lupien et al. 2000).

In addition, researches explain that low SES predicts higher levels of depressive and anxiety symptoms among adolescents (Goodman 1999, McLeod and Owens 2004). Moreover, Mendolson, Kubzansky, Datta, and Buka (2008:1285) indicate that "increased stress may account in part for the association between low SES and poor mental health outcomes among adolescents".

Based on these explanations, it may be expressed that the aim of the present study is to examine relationship between socioeconomic status and depression, anxiety, self-esteem in early adolescents (7th grade

Table 3. The Dispersion of Depression, State-Trait Anxiety Scales, and PHSC Total Scale T-test Results Due to The Kind of School

	School	N	X	S	df	t	P
Depression	Private	53	9.94	6.027			
	State	53	12.62	7.283	104	2.063	**.042***
State Anxiety	Private	53	30.64	5.981	104	1.183	.239
	State	53	32.06	6.329			
Trait Anxiety	Private	53	34.13	7.369	104	2.189	**.031***
	State	53	37.3	7.536			
State Anxiety	Private	53	58.72	9.999	104	-1.245	0.216
	State	53	55.92	12.911			

*p<.05

students). At the same time, it is examined whether there is a significant relationship between depression and anxiety; depression and self-esteem; anxiety and self-esteem; socioeconomic status and depression; socioeconomic status and anxiety; and socioeconomic status and self-esteem.

METHOD

Participants

A total of participants (49 female, 94 male) were the 7th grade students in Istanbul. Sample group consists of 106 students. This sample group includes 50 girls and 56 boys. 53 of these students are going on private school and 53 of these students are going on state school.

Procedure

Participants were taken to the study room in a group (5 people in each group). They were asked to complete three questionnaires and a personal information sheet. That is, after finishing one questionnaire, the other one was given, and personal information sheet was filled at the end of three questionnaires. Three questionnaires were given in a six different ways, and were given randomly in each group to provide to prevent any interaction. For each group of participants, completing all these inventories and personal information sheet took approximately 25 to 30 minutes.

Scales and Gathering Data

It was used three different scales and a Personal Information Sheet for this research. Children's Depression Inventory, State-Trait Anxiety Inventory for Children, and Piers Harris Children's Self-Concept Scale were used to determine participants' depression, anxiety, and self-esteem degrees respectively. In addition, Personal Information Sheet was used to have the information about the participants' socioeconomic status.

Table 4. The results of Pearson Correlation Coefficient analyse between CDI, STAIC, PHSC Scale Total

	N		Depression	State Anxiety	Trait Anxiety	Self-Esteem
Depression	106	r	1	.567	.617	-.782
		p		**.000***	**.000***	**.000***
State Anxiety	106	r	.567	1	.465	-.525
		p		**.000***	**.000***	**.000***
Trait Anxiety	106	r	.617	.465	1	-.638
		p		**.000***	**.000***	**.000***
Self-Esteem	106	r	-.782	-.525	-.638	1
		p		.000*	.000*	.000*

*p<.001

Table 5. The Dispersion of PHSC Subfactors T-test Results Due to The Kind of School

	School	N	X	S	df	t	P
Happiness	State	53	8.74	3.606	104	-1.817	.072
	Private	53	9.91	2.995			
Anxiety	State	53	7.09	2.581	104	-2.913	**.004***
	Private	53	8.66	2.941			
Popularity	State	53	8.62	2.566	104	-0.869	.387
	Private	53	9.02	2.108			
Behavior and Conformity	State	53	12.21	3.201	104	0.704	.483
	Private	53	11.79	2.865			
Physical Appearance	State	53	6.96	2.377	104	0.525	.601
	Private	53	6.72	2.437			
Mental and School Situation	State	53	4.43	1.635	104	-1.413	.161
	Private	53	4.85	1.378			

*p<.01

Children's Depression Inventory (CDI)

Children's Depression Inventory (CDI) was developed for children and adolescents by Kovacs (1981). It consists of 27 items. At this inventory, it is not intend to diagnose, rather it is aimed to measure strength of the depression in children and adolescents. It is the most used instrument to measure children's and adolescents' depression. It is used for the age groups between 7 to 17.

Based on the Beck Depression Inventory, it was prepared by adding items special to children and adolescents. At this inventory, each item consists of three options; and it is asked to choice the most proper option in each item by taking into consideration the last two weeks including today. Each item has the value of 0, 1 or 2 point; the highest value shows the severity of the depression. The total score is computed by adding all the points of the chosen options. Increase in the total score indicates increase in the severity of the depression. The cut-off point is 19 points.

State-Trait Anxiety Inventory for Children (STAIC)

State-Trait Anxiety Inventory for Children was developed by Spielberger in 1973. It was adapted to Turkish by Özusta in 1993. It is a tool for measuring the anxiety based on the evaluation of children's state and trait anxieties. It includes two scales: State Anxiety Scale and Trait Anxiety Scale. Each scale consists of 20 questions; that is, total number of questions is 40.

In State Anxiety Scale of State-Trait Anxiety Inventory, it is asked to choice the most proper option from 3 options in each item by evaluating how he/she feels at the moment. This scale aims to evaluate emotions such as uneasiness, tension, nervousness, and so on. Half of the items express that there is not uneasiness, tension, nervousness, etc.; the rest shows the existence of them. Each item has the value of 1, 2 or 3 point; 3 point shows the highest value of the state anxiety. The total score is computed by adding all the points of the chosen options. In State Anxiety Scale, the highest score that can be taken is 60; the lowest score can be 20.

Trait Anxiety Scale of State-Trait Anxiety Inventory aimes to measure permanent individual differences in anxiety susceptibility. It is asked to choice the most proper option from 3 options in each item by evaluating how he/she feels generally. In each item, there are 3 options: "almost never", "sometimes", and "often"; respectively, points 1, 2, 3 are given for each item. 3 point shows the highest value of the trait anxiety. The total score is computed by adding all the points of the chosen options. In Trait Anxiety Scale, the highest score that can be taken is 60; the lowest score can be 20. In addition, there is no time limit in the application of inventory. It may be applied as a group or individual.

Piers Harris' Children Self-Concept Scale (The Way I Feel About Myself)

Piers-Harris Self-Concept Scale has eighty-items. Participants answer these items as "yes" or "no". According to key answer of this scale, high scores mean positive self-concept and self-perception and high

Table 6. The Dispersion of Depression, State-Trait Anxiety Scales, and PHSC Total Scale T-test Results Due to The Gender

	Gender	N	X	S	df	t	P
Depression	Girl	50	12.36	7.409	104	1.554	.123
	Boy	56	10.32	6.088			
State Anxiety	Girl	50	31.36	6.407	104	.017	.986
	Boy	56	31.34	6.007			
Trait Anxiety	Girl	50	37.24	6.936	104	1.980	.050*
	Boy	56	34.36	7.939			
State Anxiety	Girl	50	56.44	12.021	104	-.739	.462
	Boy	56	58.11	11.216			

*p=.05

self-esteem. And, low scores mean negative self-esteem and self-perception and low self-esteem. This scala has also different six sub dimensions. These are 'Behavior and Conformity', 'Happiness', 'Anxiety', 'Mental and School Situation', 'Physical Appearance', and 'Popularity' (Öner 2005).

Personal Information Sheet

Personal Information Sheet was prepared to get the knowledge about the participants' socioeconomic level. It consists of the questions about student's gender, the number of sibling, family income level and father' and mother' educational level, and so on. The main difference to describe the students' socioeconomic status (SES) is the kind of school. Two schools were chosen in terms of representing low and high socioeconomic status (SES).

FINDINGS

1.Findings about Questions On Personal Information Sheet

Table 1. shows fathers' and mother's educational degrees in terms of the kind of school. And, Table 2. shows income level due to the kind of school.

2.Findings about Relationship between the Kind of School (Socioeconomic Status) and Depression, Anxiety, and Self-Esteem

As Table 3 shows, it was found statistically significance mean difference of the kind of school (private and state schools) that students are going on with on depression and trait anxiety scores ($p< .05$). Inspection of the two group means indicates that average depression scores and tarit anxiety scores in state school is higher than the score in private school.

It was not found statistically significant mean difference of the kind of school that students are going on state anxiety and self-esteem scores ($p>0.05$).

3.Analyses of Depression, State-Trait Anxiety, and Self-Esteem

As Table 9 shows, "Depression" has positive high correlation with "state anxiety" ($r=0.567$, $p<.001$) and "trait anxiety" ($r=0.617$, $p<.001$). "Depression" has negative high correlation with "self-esteem" ($r=-0.782$, $p<.001$). "State anxiety" has positive high correlation with "trait anxiety" ($r=0.465$, $p<.001$). "State anxiety" has negative high correlation with "self-esteem" ($r=-0.525$, $p<.001$). "Trait anxiety" has negative high correlation with "self-esteem" ($r=-0.638$, $p<.001$).

4.Relationship between the kind of school (private and state school) and self-esteem's subfactors (PHSC all scores).

As Table 10 shows, it was found statistically significance mean difference between anxiety scores and the kind of school (private and state schools) that students are going on ($p<.01$). Therefore, anxiety scores of students in state school are higher than that of students in private school. It was not found statistically significant mean difference between self-esteem subfactors scores except "anxiety" subfactor and the kind of school that students are going on ($p>.05$).

5.Findings about Relationship between gender and Depression, Anxiety, and Self-Esteem

As Table 6 shows, it was not found statistically significant mean difference of gender for depression, state anxiety, and self-esteem scores ($p>0.05$). And, as

Table 7. The ANOVA results of Depression, State and Trait Anxiety, and Self-Esteem Scores of students due to the mother educational degrees

	Varıance Source	Sum of Squares	df	Mean Square	F	p
Depression	Between Groups	173.471	3	57.824	1.265	.291
	Within Groups	4664.039	102	45.726		
	Total	4837.509	105			
State Anxiety	Between Groups	69.630	3	23.210	.603	.615
	Within Groups	3926.455	102	38.495		
	Total	3996.085	105			
Trait Anxiety	Between Groups	337.446	3	112.482	2.011	.117
	Within Groups	5706.063	102	55.942		
	Total	6043.509	105			
Self-Esteem	Between Groups	337.446	3	112.482	2.011	.117
	Within Groups	5706.063	102	55.942		
	Total	6043.509	105			

p>.05

Table 6 shows, it was found statistically significance mean difference between trait anxiety scores and gender (p=.05). Trait anxiety scores of girls are higher than that of boys.

6.Findings about Relationship between Mother and Father Educational Degrees and Depression, Anxiety, and Self-Esteem

According to ANOVA results (Table 7), it was not found statistical significant difference among the four levels of mother's education on depression, state anxiety, trait anxiety, and self-esteem scores of students (p>.05).

According to ANOVA results (Table 8), statistical significant difference was found among the four levels of mother's education on "Happiness" score of students in PHSC subfactors (F=3.000, p<.05). Statistical significant difference was found among the four levels of mother's education on "Anxiety" score of students in PHSC subfactors (F=3.875, p<.05). Furthermore, statistical significant difference was found among the four levels of mother's education on "Mental and School Situation" score of students in PHSC subfactors (F=2.752, p<.05). And, it was not found statistical significant difference among the four levels of mother's education on "Popularity", "Behavior and Conformity", and "Physical Appearance" in self-esteem subscores of students (p>.05).

According to ANOVA results (Table 9), it was not found statistical significant difference among the four levels of father's education on depression, state anxiety, trait anxiety, and self-esteem scores of students (p>.05).

According to ANOVA results in Table 18, statistical significant difference was found among the four levels of father's education on only "Anxiety" score of students in PHSC subfactors (F=5.326, p<.05).

DISCUSSION

This research was planned to investigate the relationship between socioeconomic status and depression, anxiety, self-esteem in early adolescents (7th grade students).

At this research, students in the sample group were chosen from two different schools representing different socioeconomic status in Istanbul. One of them is the state school representing low socioeconomic status. Another one is the private school chosen for high socioeconomic status.

In addition, "Personal Information Sheet" has provided some information to compare private and state school. One of them is parent educational level. Fathers graduated from university or fathers having more education are the biggest percentage in private school (71.7%) while elementary school graduated or not educated fathers include the biggest percentage in state school (39.6%). However, elementary school graduated or not educated father does not exist in private school.

Table 8. The ANOVA results of PHSC Dimensions according to students' mothers' educational degrees.

PHSC Factors	Varıance Source	Sum of Squares	df	Mean Square	F	p
Happiness	Between Groups	95.609	3	31.870	3.000	**.034***
	Within Groups	1083.485	102	10.622		
	Total	1179.094	105			
Anxiety	Between Groups	88.123	3	29.374	3.875	**.011***
	Within Groups	773.283	102	7.581		
	Total	861.406	105			
Popularity	Between Groups	20.112	3	6.704	1.227	.304
	Within Groups	557.482	102	5.466		
	Total	577.594	105			
Behavior and Conformity	Between Groups	32.230	3	10.743	1.176	.323
	Within Groups	931.770	102	9.135		
	Total	964.000	105			
Physical Appearance	Between Groups	6.567	3	2.189	.374	.772
	Within Groups	597.707	102	5.860		
	Total	604.274	105			
Mental and School Situation	Between Groups	18.148	3	6.049	2.752	**.046***
	Within Groups	224.230	102	2.198		
	Total	242.377	105			

*p<.05

The similar results were obtained in mother educational level. Mothers graduated from elementary school or not educated mothers are the biggest percentage in state school (54.7%). However, mothers graduated from university or mothers having more education in state school consist of 13.2% of all the mothers in state school. On the other hand, mothers graduated from university or more in private school consist of 41.5% of all the mothers in private school. In private school, percentage of mothers graduated from high school is 45.3%.

In conclusion, as expected, it was found that private school parents have more educational degree than state school parents.

Also, as expected, these private and state schools have crucial difference in terms of income level. The biggest percentage of income level in private school is observed for the income level of 6000 TL or more (77.4%). In addition, in private school, it is not observed to have the income level for 2000 TL – 3000 TL, 1000 TL – 2000 TL, and for 1000 TL or less. On the other hand, the biggest percentage of income level in state school is 39.6% for the income level of 1000 TL or less. And, in state school, the percentage of income level for 1000 TL – 2000 TL is 32.1% and for 2000 TL – 3000, it is 18.9%. Finally, in state school, it is not observed to have the income level for 4000 TL – 5000 TL and 6000 TL or more.

As Dowd, Zajawa, and Aiello (2009) state, childhood socioeconomic status is measured using the years of education of the household reference person and family income. At this research, these two points were taken into consideration by chosing two different schools. And, these frequencies that were expressed and other results that will be explained later on show differences between these two schools.

In this research, participants were 7th grade students. These years are very important periods which named as "early adolescent" in developmental psychology. Adolescence is a developmental period in terms of biological, social, and psychological changes. And, during adolescence, there is an clear increase in appearing the psychological disorders such as

Table 9. The ANOVA results of Depression, State and Trait Anxiety, and Self-Esteem Scores of students due to the father educational degrees

PHSC Factors	Varıance Source	Sum of Squares	df	Mean Square	F	p
Depression	Between Groups	144.394	3	48.131	1.046	.376
	Within Groups	4693.115	102	46.011		
	Total	4837.509	105			
State Anxiety	Between Groups	27.674	3	9.225	.237	.870
	Within Groups	3968.411	102	38.906		
	Total	3996.085	105			
Trait Anxiety	Between Groups	286.859	3	95.620	1.694	.173
	Within Groups	5756.651	102	56.438		
	Total	6043.509	105			
Self-Esteem	Between Groups	505.386	3	168.462	1.266	.290
	Within Groups	13567.708	102	133.017		
	Total	14073.094	105			

depression, anxiety, and so on (Fox et al. 2009).

In addition, in Turkey, these adolescents have a stressful period of living because they have very important exam which named "SBS" and they are preparing for this exam. Which high school they will go will be determined by "SBS". Their families have high expectations toward children; generally, they are waiting for success of their children. Therefore, most of the families try to do extra education programme during this exam process for their children; some of them prefer to take private lesson for their children. Generally, familes prefer to private school offering specialized courses, after school and especially at the weekends ("dershane" in Turkish). Students participate this education programs every weekends and weekadays after school. These conditions are very tiring not only for students but also for their parents.

Furthermore, some parents thinking to offer better education conditions prefer to send their children private school by making serious expenses. That is, these parents have the income level above the average income levels of society.

In addition, these private schools which families prefer have better education conditions than state schools. These schools are not as crowded as state schools. They offer students better foreign language education, more foreign language lessons, better science and computer labs, better painting workshops, better sports halls, and better libraries. They present more individual attention for students.

State school students are obliged to compete with private school students in SBS exam. They need to be good to have better future. Having a better future increases anxiety levels of state school students.

Because of the general developmental features of adolescence and specific education conditions of Turkey, it is expected depressive mood, high anxiety, and low self-esteem for all of these students. However, nevertheless, this is probably more possible especially for state school students who do not have important advantages and better living conditions as private school students.

According to results of this study, it was found statistically significance mean difference between depression scores and the kind of school (private and state schools) that students are going on. This finding is similar to Hammen and Rudolph's research (2003). This research show that lower socioeconomic status (SES) is associated with higher rates of depression and they state that low family income level and limited parental education level are two of the factors that affect depression. Furthermore, McLeod and Owens (2004) found the result that low socioeconomic status predicts higher levels of depressive and anxiety symptoms among adolescents

The mean of depression scores in state school (12.62) is higher than the mean of that in private school (9.94). Students in state school have higher depression scores than students in private school. Because of the fact that the cutpoint in "Child Depression Inventory" is 18, that mean (12.62) is not so low. Therefore, this should be taken into consideration by teachers,

Table 10. The ANOVA results of PHSC Dimensions according to students' fathers' educational degrees.

PHSC Factors	Varıance Source	Sum of Squares	df	Mean Square	F	p
Happiness	Between Groups	43.207	3	14.402	1.293	.281
	Within Groups	1135.887	102	11.136		
	Total	1179.094	105			
Anxiety	Between Groups	116.664	3	38.888	5.326	.002*
	Within Groups	744.742	102	7.301		
	Total	861.406	105			
Popularity	Between Groups	12.801	3	4.267	.771	.513
	Within Groups	564.794	102	5.537		
	Total	577.594	105			
Behavior and Conformity	Between Groups	2.213	3	.738	.078	.972
	Within Groups	961.787	102	9.429		
	Total	964.000	105			
Physical Appearance	Between Groups	2.402	3	.801	.136	.939
	Within Groups	601.872	102	5.901		
	Total	604,274	105			
Mental and School Situation	Between Groups	5.281	3	1.760	.757	.521
	Within Groups	237.096	102	2.324		
	Total	242.377	105			

*p<.01

pedagogues, psychologists, and familes.

The mean of state anxiety score for the students in private school is 30.64 while average state the mean of that for the students in state school is 32.06. However, unlike the hypothesis, according to results of this study, it was not found that there is not statistically significant difference between state anxiety and the kind of school (private and state schools).

Unlike from this research, Duman (2008) at her study found significant result between income level (socioeconomic status) and state anxiety. This may be explained by the point of view that generally it is accepted that anxiety is widely affected with the child's temperament. Also, Pérez-Edgar and Fox (2005) state that temperamental differences are associated with increased risk for the development of anxiety during childhood, adolescence, and young adulthood.

However, at this research, it was found statistically significance mean difference between trait anxiety scores and the kind of school (private and state schools). Duman's research (2008) result is similar with result of this research; she found significant result between income level (socioeconomic status) and trait anxiety.

The mean of trait anxiety scores in private school (34.13) is higher than the score in state school (37.30). That is to say, trait anxiety scores of students in state school are higher than that of students in private school. Furthermore, the maximum of STAIC score is 60; therefore, it is thought that these means (34.13 and especially 37.30) show that these students trait anxiety is not low. All these conditions related to the stressfull and tiring educational life should be reviewed.

The mean of self-esteem score for the students in private school is 58.72 while average state the mean of that for the students in state school is 55.92. However, unlike the hypothesis, according to results of this study, it was not found that there is not statistically significant difference between self-esteem and the kind of school (private and state schools).

This result is different from the results of Ahioğlu's (2006) and Haktanır's (1998) researches. Ahioğlu (2006) expresses those families having high socioeconomic

status offer favorable living conditions to their children. Also, Haktanır (1998) found that socioeconomic status affects the self-esteem as a result of research.

On the other hand, as expected, results show that depression has positive high correlation with state anxiety and trait anxiety. Depression has negative high correlation with self-esteem. State anxiety has positive high correlation with trait anxiety. State anxiety has negative high correlation with self-esteem. Trait anxiety has negative high correlation with self-esteem.

All these findings are similar to Benetti and Kambouropoulos'a (2010, in press) and Bödecs, et al.'s (2010) researches. As Bödecs et al. (2010) explain, higher levels of anxiety and depression and lower levels of self-esteem.

According to results, it was found statistically significance mean difference between anxiety scores of PHSC scale and the kind of school (private and state schools) that students are going on. The means of anxiety scores in private school is higher than the means of the score in state school. Therefore, anxiety scores of students in state school are higher than that of students in private school. On the other hand, it was not found statistically significant mean difference between self-esteem subfactors scores except "anxiety" subfactor and the kind of school that students are going on.

One of the hypotheses at this research is to find a significant difference for depression between girls and boys. According to results of statistics, the mean of depression score for girls is 12.36 whilethe mean of depression score for boys is 10.32. It was not found statistically significant mean difference between depression scores and gender. That is to say, according to results, it was not found gender difference on depression. However, this finding is not similar as Lefkowitz and Tesiny's research (1985). They found not only there is significant relation between depression and income level and socioeconomic status but also depression level for girls is higher than boys.

According to results of statistics, the mean of state anxiety score for girls is 31.36 while the mean of state anxiety score for boys is 31.34. It was not found statistically significant mean difference between state anxiety scores and gender. On the other hand, as expected, it was found statistically significance mean difference between trait anxiety scores and gender. The mean of trait anxiety scores for girls (37.24) is higher than the mean of that score for boys (34.36). Trait anxiety scores of girls are higher than that of boys. Generally, researches show there is a significant difference about anxiety and gender (i.e., Fergusson et al. 1993, Verhulst et al. 1997). This is explained by these researchers as reaction of females to stressful life conditions.

Furthermore, according to results of statistics, average self-esteem score for girls is 56.44 while average self-esteem score for boys is 58.11. It was not found statistically significant mean difference between self-esteem scores and gender.

On the other hand, it was analysed the relationship of mother and father education with depression, state-trait anxiety and self-esteem, PHSC subfactors. However, according to results, it was not found statistical significant difference the mother's education and father education on depression, state anxiety, trait anxiety, and self-esteem scores of students.

According to results, statistical significant difference was found mother's education on "Happiness" score of students in PHSC subfactors. It was found significant difference mother's education on "Anxiety" score of students in PHSC subfactors. Furthermore, it was found statistical significant difference mother's education on "Mental and School Situation" score of students in PHSC subfactors. This shows the effect of mother education level on their children. Higher education level of mothers means to support children in different points. However, it was not found statistical significant difference mother's education on "Popularity", "Behavior and Conformity", and "Physical Appearance" in self-esteem subscores of students.

CONCLUSION

According to results, it was found statistical significant difference between father's education and "Anxiety" subscore of students. According to results, it was not found statistical significant difference of father's education on "Happiness", "Popularity", "Behavior and Conformity", "Physical Appearance" and "Mental and School Situation" in self-esteem subscores of students.

On the other hand, researches about relationship between socioeconomic status and depression, anxiety, and self-esteem are not much in Turkey even though there are studies demonstrating bilateral relations such as depreesion and self-esteem. Therefore, there is a great need to similar researches about relationship of socioeconomic status and development of child.

Future studies may be planned to understand relationship in detail such as that why there is a significant difference for trait anxiety between private and state school students. Furthermore, in future studies, the number of samples may be increased. The other

point is to do similar researches at many schools. Therefore, comparisons can be provided in detail.

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